CANDOUR

Founded by A.K. Chesterton in 1953

To defend national sovereignty against the menace of international finance

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The B.B.C. - A National Menace

The BBC, or the Blatant Bias Corporation as it is known to British patriots, has now been exposed in all of its 'pinko' liberal arrogance.

The awful creature "Sir"Jimmy Savile, was allowed to get away with his well known sexual perversions for decades because many of the rest were 'at it' or intimidated by his web of contacts or even seduced by it. Politicians. Policemen. Judges. Journalists, etc. How could he be a wrong 'un' if the establishment had approved his knighthood. Rigorous checks must surely have been undertaken.... But reality kicks in when we consider the other dubious creeps, deviants, spivs and thieves who fill both Houses of Parliament alone. Then picture in your minds eye the support network needed to maintain this state of affairs. It makes one shudder...

A. K. Chesterton, as always, nailed the enemy. In 1972 AK wrote a leader in *Candour* and published a booklet titled ***BBC - A National Menace***. Forty years on and AK's writing is proven, as ever, to be even more on target and prescient than it was forty years ago.

"During the fifty years of its existence the B.B.C., founded in 1922 as the British Broadcasting Company, by Godfrey Isaacs, of Marconi ill-fame, has subordinated the national interest to left-wing and largely esoteric internationalist policies and only now has any substantial number of the public begun to question its motivation. There are several reasons which account for this long record of successful indoctrination. One is that most people, being trustful, require to be jolted into an acute awareness of reality before examining the *bona fides* of an institution which in so many ways has served them well and given them much delight.

In relaying symphony concerts, in sports coverage, in non-contentious documentaries, in plays produced for their own sake and not for any ulterior purpose, above all, perhaps, in such superb series as *The Forsyte Saga*, the B.B.C. has acquired an "image" which commands respect and bestows prestige of the highest order. We should remember, however, that the men and women who supply this excellence are artists with no interest other than to give of their best.

Only when commentators selected to put over tendentious political views take the air does the atmosphere change. Civilized values then vanish, only too often, to make way for those of uncouth hirelings whose technique is sickeningly familiar. Their quarries when alive are obsequiously approached on the false pretext that the B.B.C. wishes to broadcast their opinions, whereas the real object may be to lampoon and deride them

Continued page 2 column 1

Tories - Always the Trojan Horse

"And over the Rhodesian issue let us in particular guard against those deceivers in the ranks of 'Conservatism' who pose as friends of our kinfolk in Rhodesia and talk of the need to build bridges to them while at the same time kow-towing to the leftist principle of 'eventual majority rule'. When the doctrines of these swindlers are put under the microscope they become exposed as no better than those of the liberals, communists and open enemies of the whites in Africa. They merely propose to put off till tomorrow what the latter intend to do today. White Rhodesians and South Africans should be under no illusions; they should recognise that their only true friends in this country are those who are prepared to speak out openly in defence of their right to stay in power for all time and not just for the few more years of grace that our modern Tories would condescend to give them."

JOHN TYNDALL in 1970
Six Principles of British Nationalism

(See Advertisements back page)

in recordings carefully edited out of sight and sound before transmission. Where the interview is "live", denigration is done through loaded questions sometimes staggering in their impertinence. Posthumous victims are even more freely savaged (as last year's ghoulish attack on Cecil Rhodes showed) without the least regard to truth or decency.

Such tactics are not fortuitous, but part of a long propaganda campaign to slur the greatness of Britain's world achievement, denigrate her heroes, undermine the sense of nationhood of her people and reduce her to a state of vassalage in which the false values of cosmopolis are embraced. Down through the years our abandonment of power overseas, and the rapid advance of the forces of decay at home, have coincided and interacted with the ever more blatant efforts of the B.B.C., which has worked unremittingly to condition the public mind for the acceptance of our obliteration as an historical entity, entitled to the enjoyment of our thousand-year national heritage.

Those of us who watch the evil purposes being served, and do our best to make them known, have realised with something akin to despair the overwhelming odds against us in a fight against a corporation which lacks all scruples and has continuous access to many millions of minds. Our only hope, it became clear, was that the B.B.C., growing ever more confident as a result of fifty years of unbroken success, would sooner or later overplay its hand - and that is precisely what has happened. We now have have to gather up all our strength to make the best possible use of the situation thereby created...."

There I stop the AK quotation and add some thoughts of my own. Obviously the situation has moved on dramatically ninety years after the founding of the Corporation. The overweening arrogance prevailing at the B.B.C. is now, more than ever before, out in the open.

There are now so many more ways of communicating and reaching people than there were forty years ago. Let us continue to build our alternative media, of which *Candour* and *The AK Chesterton Trust* are a tiny part, and day by day render the B.B.C. and the other media liars a little less relevant.

You could even do as I did some four years ago and put your television in the dustbin. Believe me you'll soon get over it. Why not work out how many hours per week you waste watching enemy propaganda? Pathetic isn't it. Make it your resolution for 2013. **STUFF THE BBC - DUMP YOUR TV!**

Colin Todd.

British - Canadian Co-operation

In a rare outbreak of good sense British Foreign Secretary William Hague, on Sept. 24, announced that Britain and Canada would share diplomatic facilities in remote areas of the world. This initiative could include Australia and New Zealand in the future.

Closer ties between the old Commonwealth are to be welcomed - we are tied together by history and blood. There is a growing awareness amongst the peoples of European stock in the Empire countries that we are all victims of the same poisonous overlords and their racially murderous policy of unlimited third world immigration into our lands coupled with their enthusiastic encouragement of catastrophically low white birthrates across the globe.

This has been reflected in a small way by the substantial increase in subscriptions to *Candour* and orders to *The AK Chesterton Trust*, mainly because of our website, from North America, Australia and New Zealand. Of particular note is the high quality of our new and in some cases rediscovered friends.

Swiss put up Shutters as Europe Faces Meltdown

From Russia Today 12/10/12

The Swiss Army is preparing contingency plans for violent unrest across Europe. A nation mostly famous for its banks, watches and chocolate fears it may face a massive influx of European refugees in the near future.

One of the world's richest nations openly expressed concerns over the possible outcome of Europe's continuing financial troubles, and is currently conducting army exercises against the possibility of riots along its borders.

In September, the Swiss military conducted exercises dubbed 'Stabilo Due', with scenarios involving violent instability across the EU.

Switzerland has maintained an avowedly neutral stance for decades, and refused to join the eurozone when presented with the opportunity.

Bern's biggest fear is likely the disorganisation of neighbouring nations' armies that would follow general instability; the eurozone crisis and the severe austerity measures in the EU are forcing member-states to significantly slash their military budgets. (This is also preparation for a single European Armed Forces. Ed.) If protest continues to spread across Europe, police and armed forces may find themselves ill-equipped to manage the unrest.

"*I will not rule out that we will need the army in the coming years*," Swiss Defence Minister Ueli Maurer said last Sunday.

The Swiss Defence Ministry has pressed ahead to modernize the country's army despite political opposition. With its multibillion-Franc military budget and an army of around 200,000 soldiers, the country also plans to purchase new 'Saab Gripen' jet fighters.

"*Minister Maurer, accompanied by whispers from the top uniformed leadership in Switzerland, is trying to raise awareness that Europe's massive fiscal-cum-political crisis could get very unpleasant.*" John R. Schindler, a professor of national security affairs at the US Naval War College wrote in an article for the XX Committee website.

The Chief of the Swiss Armed Forces, Lieutenant General Andre Blattmann, likewise revealed plans to deploy an additional four battalions of military police (1,600 soldiers) to protect strategic points across the country. Blattmann is expected to present the plan in December.

Professor Schindler predicts that, "*if the next Anders Brievik were to target Muslims, not fellow Europeans, things could get unimaginably ugly very quickly*," which could trigger widespread Muslim uprisings in Europe.

Switzerland, however, stands in stark opposition to the multicultural policies and thinking now common in other European nations. In 2009, Switzerland voted in a national referendum to ban the construction of Islamic mosques.

And while the global economic crisis has forced several European nations to cut military expenditures, Switzerland has maintained relatively consistent levels of defence spending.

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RT -Russia Today: This is Putin's alternative to the BBC World Service and a breath of fresh air in it's own interesting way. Of course it is a propaganda tool but one which gives a worldwide voice to some of those such as revisionist historians, the Palestinians, European nationalists, etc., who are silenced here. Worth checking out. Available online.
See LINKS at our website: www.candour.org.uk

English education - a project to culturally cleanse the English

Part 2 of 2

Robert Henderson
http://englandcalling.wordpress.com

Concluded from last issue.

THE CONSCIOUS HATRED OF ENGLAND

That progressive educational ideas should so readily be adapted to the political doctrine of multiculturalism is unsurprising for the English Left's habit of denigration has a long history. Here is Friedrich Hayek's writing in the 1940s:

The Left intelligentsia... have so long worshipped foreign gods that they seem to have become almost incapable of seeing any good in the characteristic English institutions and traditions. That the moral values on which most of them pride themselves are largely the products of the institutions they are out to destroy, these socialists cannot, of course, admit. And this attitude is unfortunately not confined to avowed socialists. Though one must hope that it is not true of the less vocal but more numerous cultivated Englishman, if one were to judge by the ideas which find expression in current political discussion and propaganda the Englishman who not only "the language speak that Shakespeare spake", but also "the faith and morals hold that Milton held" seems to have almost vanished. [The Road to Serfdom]

VICTIMHOOD - MINORITIES BECOME SACRED COWS

Two of the practical effects of multiculturalism were the creation of a grievance culture within the various ethnic minorities and a belief that English laws and customs may be ignored with impunity, a belief perhaps best exemplified by the growing attack on free expression, primarily but by no means exclusively by Muslims.

Barbara Amiel writing about the then Mayor of London, Ken Livingstone's embroilment in a row over alleged anti-semitic remarks ("Welcome, Ken, to the gulag you helped create") describes the present position of minorities beautifully. "People with minority status perform the same function in a society of inclusiveness as India's sacred cows or the sacred deer in Nara, Japan. They can bite you in the midriff but you can't hit them on the nose. If they lie in front of a bus, the vehicle must wait until they get up and go away before driving on..." Just so. Minorities have to a large extent become a law unto themselves - but only with the active connivance of the British elite.

With the growth of a culture of victimhood, the Scots, Welsh and Northern Irish were able to climb on the "victim bandwagon" and to largely withstand the deracination of their children - or a least to promote a sense of tribal unity. The English, being always represented as the villain of the piece, were not only deracinated, but unable to defend themselves because the whole of public life was dominated and controlled by those responsible for the deracination.

POLITICAL CORRECTNESS

Along with multiculturalism came feminism and gay rights which reinforced the message that no group had priority and all ways of life were equally valid. Over a quarter of a century or so, these three ideologies solidified into the totalitarian creed that is political correctness.

The PC creed is literally totalitarian because it (1) allows only one legitimate view on any subject it covers, (2) it can be infiltrated into virtually any area of human activity and (3) because it is an elite ideology, the elite use their power through the control of the media and public life to punish and exclude anyone who denies the "truth" by being non-PC. This was immensely useful in deracinating English children because it both discouraged them from voicing any contrary views and prevented those adults who opposed the ideology from having a public voice.

Occasionally political correctness provides some tart amusement for the non-PC majority. Like all religions, sacred or profane, it devours its own, and its most assiduous ideologues find themselves cast in the role of the heretic. The case of Ken Livingstone cited above (see Victimhood) is a particularly amusing example because of his incessant portrayal of himself as the most PC of men.

EXAMS AND THE DECLINE IN STANDARDS

The most obvious consequence of the gradual decline in educational standards was an erosion in exam quality. At first it was small things. Practical exams for science O Levels were dropped. Then came multiple choice questions. The curricula in all subjects shrank. New, less academic subjects such as media studies found their way into the exam system and elbowed the academic aside. Eventually came the ultimate corruption of the exam system with the introduction of continuous assessment. With the fall in school standards, the universities and polytechnics inevitably had to drop their standards.

The corruption of exam standards was further driven by a desire to expand the numbers of children passing school exams and the numbers going on to Higher Education. To this end O Levels and the old GSE exams for less able pupils were abolished in the 1980s and replaced with the General Certificate of Education (GCSE). Around the same time a decision was made to vastly increase the number of students in Higher Education. To this policy more attractive to would-be students, the polytechnics were renamed universities in 1992, with the consequence that more than 100 institutions with that title were suddenly competing for students, with as we shall see later, evil effects.

The consequence of having a single exam (GCSE) for all 16 year olds was predictable: to prevent embarrassing numbers of failures, the standard of the new exam had to be reduced below that of the already much less demanding O Levels of the 1980s (even so, in 2005 around 30 per cent of children fail to gain five GCSEs at C grade or higher). The upshot was that the GCSE candidates either left school at 16 lacking even the rudiments of education needed to fill run-of the-mill jobs - many are functionally illiterate and even more lack basic numeracy - or entered A Level courses woefully under-prepared, especially in subjects such as maths. A Levels and degree courses were again, of necessity, reduced in standard to adapt to pupils and students

who were substantially under-prepared compared with those arriving under the pre-GCSE examination regime.

At the same time as standards were eroding, the Tories introduced in the 1980s the madness of league tables and targets. The consequence of these - not just in education but generally - is to distract from the actual purpose of what an organisation is supposed to do and to promote dishonesty in the pursuit of attaining the targets and showing well in league tables.

The league tables provoked even more tampering with the academic standards of school exams as examination boards competed with one another to produce the "best" results, that is, ever higher pass rates and grades and schools chose the examination board most likely to give them ostensible examination success.

The response of both politicians and educationalists to the inexorable rise in GCSE and A Level results since GCSE was introduced has been to hail them as evidence that educational standards are continually rising. Such claims have the same relationship to reality as Soviet figures for the turnip harvest or tractor production. All that has happened is that both the difficulty of exams and the severity of marking has been reduced. In 2004 an A Grade in GCSE Maths from Edexcel, one of the largest exam boards, could be gained with 45 per cent (*Daily Telegraph* 18/9/2004), while a "B" grade at one Board in 2004 (OCR) could be obtained with a mere 17 per cent (*Sunday Telegraph* 16/1/2005). (When challenged about lowered grade marks, those setting the exams claim that the questions are becoming more difficult.) Course work, which counts towards the overall exam mark, is reported as being either routinely plagiarised from the Web or showing other evidence of being other than the pupil's unaided work.

In addition to the lowering of exam marks and the fraud of continuous assessment, school exams have begun to shift from final tests to modular exams which are taken throughout the course. Hence, pupils on such courses never take an exam which tests them on their entire course.

Of course, all this change to school exams, combined with the introduction of the national curriculum tests, creates a great deal of extra work for teachers and distracts them from the actual work of teaching - pupils are tested at 7, 11, 14, 16, 17 and 18. It has also spawned a truly monstrous examination bureaucracy, which according to a recent report from the Qualifications and Curriculum Authority (a state body) costs £610 million per year (*Daily Telegraph* 14/2/2005) and has left the country desperately scrabbling around for sufficient qualified examiners.

The frequent complaints of university teachers about the inadequacy of the students coming to them and the even more vociferous complaints of employers about applicants who lack competence in even the three "Rs" are pretty substantial straws in the wind suggesting a general educational failure. My own direct experience of youngsters all too often bears out such complaints - I find especially depressing recent graduates with good degrees from top universities who are bizarrely ignorant of their degree subjects and poorly equipped to research or analyse.

Anecdotes are always tricky as evidence, so let us consider an objective fact which explains why widespread educational incompetence is inevitable in the circumstances which have been created. IQ is normally distributed within a population, that is it forms a Bell Curve with most people clustering in the middle of the curve and a few people at the extremes of the curve. Such a distribution means that the proportion of the population with IQs substantially above the average is quite small - approximately 25 per cent of the UK population have IQs of 110 or more. Now, it is true that IQ as a measure of academic success is not infallible, not least because motivation is necessary as well as intellect. But what is true is that a decent IQ is necessary for academic success. Put another way, someone with an IQ of 150 may or may not take a First in Maths: someone with an IQ of 90 never will.

The way IQ is distributed means that the ideal of an exam suited to everyone (GCSE) is a literal nonsense, because that which would test the brightest would be beyond the large minority and even that which the majority could cope with would be beyond those in the lower part of the ability range. The grades awarded for GCSE bear this out. The large nuumbers of those getting the top marks mean that the exam is too easy for the brightest, while the 30 per cent or so of school-leavers who cannot attain 5 passes at C grade or better tell you it is too difficult for the lower part of the academic ability continuum.

A similar problem of fitting exams to a very wide ability range has affected universities. Tony Blair has [had] set a target of 50 per cent of either school-leavers or people under the age of 28 (the target seems to move) to be in Higher Education - at the beginning of 2005 the percentage is [was] over 40 per cent. Blair's target means that many of those at university will have mediocre IQs.

Let us assume for the sake of simplicity that 50 per cent of school-leavers is the target rather than 50 per cent of those under 28. There are only around 25 per cent of people with IQs of 110 or higher in any age group. If every one of these 25 per cent went to university (50 per cent of those scheduled to go to university if the Blair target is to be met) it would still leave the other half of those going to university to be found from those with IQs of less than 109. Hence, with 50 per cent of school-leavers at university, at least half the people taking degrees, would have, as a matter of necessity, moderate IQs. In fact, the position is worse than that, because significant numbers of those with IQs substantially above average will not go to university. That means even more than 50 per cent of students would have moderate IQs. Trying to set degree courses suitable for people with, say, IQs ranging from 90-160 cannot be a practical proposition.

THATCHERISM

When Margaret Thatcher came to power many thought she would attempt to undo the damage of the comprehensive experiment and progressive methods, damage which was already visible. In her 11 years in power she not only failed to repair the damage, but she made things worse through her efforts to translate her free market ideology into education.

The Thatcher Governments neither re-instituted the grammar schools (or an equivalent) nor drove out the anti-examination, anti-competitive ethos of the teaching profession. Instead, Margaret Thatcher contented herself with introducing Thatcherite ideas such as a national curriculum and league tables and by encouraging parents and pupils (and later university students) to think of themselves as consumers while leaving things much as they were in terms of teaching methods, mentality and administrative structure.

This bizarre marriage of the prevailing progressive ideology with Thatcherite ideals would have been unsuccessful at the best of times because the two were simply incompatible. But the Thatcherite part of the equation was in practice more or less nullified as a means to raise standards. Over the 18 years of the Thatcher and Major governments, the educational establishment persuaded the Tories that not only should the comprehensive settlement be left unchanged, but that the O Level/CSE exams should be scrapped in favour of GCSE, that more and more coursework should be introduced into school exam marks, that the national curriculum tests should move from simple evaluations of the three "Rs" and a few other subjects to overblown and time consuming events, that polytechnics should

become universities and that the numbers in higher education should rise to previously undreamt of levels.

Thatcherism extended more dramatically into higher education. University grants were first allowed to wither on the vine through inadequate uprating and then abolished. In their place came student loans to be repaid after graduation. The post-war ideal of free higher education finally died with the introduction of tuition fees in the 1990s. Students suddenly found themselves faced with debts of £10,000 or more on graduation with future students living under the threat of ever rising fees.

When people pay for something they become resentful if they feel they do not get what they pay for. In the case of university students they object to not merely failing their degree entirely, but even to getting a poor degree. That any failure to gain a good degree is largely due to themselves is lost in the resentment that something has been paid for which has not been delivered. Of course, the undergraduate is not paying the full cost of their tuition and they receive a loan on very favourable non-commercial terms. But because they do end up with a hefty debt at the end of their degree, that makes any perceived academic failure more poignant than it was in the days of grants and no tuition fees.

Although the relationship between the teacher and the taught was changed by tuition fees and loans, that in itself would not have been too damaging for university standards. In the end a disgruntled student can do little unless they have money to go to law, which few do. Nor, in all probability, would the courts be eager to get involved in disturbing the ideal of academic freedom. What was damaging was the ending in 1988 of university funding by block grants from a central awarding authority, the University Grants Committee (UGC). The UGC was replaced by the Universities Funding Council (UFC) and block grants were replaced by state money primarily attached to students (quality of teaching and research were also taken into account). The more students, the more income. Universities were immediately changed from places which awarded degrees as they chose to award them based on academic performance to institutions which were anxious to "sell" their wares to students. To do this they needed to present themselves as a university which not only failed few people but awarded most students "good" degrees. The upshot was that the proportion of First Class and Upper Second degrees rose inexorably until today (2010) around two thirds of students in the UK receive one or other of them and one third receive Lower Seconds or worse. (Forty years ago the proportions were roughly reversed with a third receiving Firsts and Upper Seconds and two thirds Lower Seconds or worse.)

The decline of the universities was hastened by the vast and unprecedented expansion of those in higher education:

"The number of students at university had risen from 321,000 in the early 1960s to 671,000 in 1979. By 1996 it was headed for 1.5 million, far in excess of the target of 560,000 places set by Robbins thirty years earlier. At the Labour Party Conference in September 1997, Tony Blair promised another 500,000 places at university by 2002." Dominic Hobson. *The National Wealth* p. 325.

The increase in numbers was not matched by an increase in funding. The consequence was a substantial increase in the student/teacher ratio, less tutorial and lecture time and a tendency to favour cheaper arts and social sciences courses over expensive science degrees. In addition, although staff did not increase in line with student numbers, they did rise and competition for the best staff increased, with the inevitable consequence that the universities at the bottom of the pile - almost exclusively the polytechnics which became universities in 1992 - became institutions which should be described as universities only when the word is placed in inverted commas, with drop out rates previously unheard of in England.

The consequences of the Thatcher period were, as in so many areas, the very reverse of what she supposedly stood for. Just as the European Common Market undermined British sovereignty more than any other single treaty EU agreement rather than achieving Thatcher's intended aim of strengthening Britain's position within the EU, so her education reforms promoted the ideas of those who were supposedly her sworn ideological enemies, the progressives. Thatcher became their useful idiot.

BACK TO THE FUTURE

That in broad terms is how we got from the A of post war excellence to the B of the damaging educational inadequacy which we have today. How may we mend the present state?

As with all peoples, the English need to be taught their history to give them a psychological habitation. Moreover, the myths of the English haters dissolve readily enough in the acid of fact. Happily, English history is especially well suited to building national consciousness, because it is both a continuous narrative lasting more than a thousand years and because it contains so much of which its people may be justly proud. Not only did she possess the only world empire ever worthy of the name, she produced the one bootstrapped industrial revolution, has displayed a quite unparalleled political stability and a unique political evolution leading to representative government and, perhaps most importantly in the long run, created a language which for its all round utility and modern importance cannot be equalled.

England is in truth the cause of the modern world. Let her self-respect rest on that massive fact. The English do not need to invent a mythical past for their self-esteem: the reality, warts and all, is splendid and marvelous.

But history is more than events and institutions. It is about great and influential personalities. England has many to chose from, I will be indulgent and put forward some of my favourites. Alfred The Great (for his preservation of England), Chaucer, Shakespeare, John Bunyan, Queen Elizabeth I, Cromwell, Newton, Locke, Wellington, Darwin. All left a mark on the world which went far beyond these shores. (My choice does not include any person from the twentieth century because I believe it is too soon to judge their significance.)

But to put matters right we need to do so much more than teach our history, geography and literature honestly and to concentrate on our own place in the world. All political correctness and progressive teaching methods must be stripped out of educational practice. This is absolutely vital because while both poisons remain nothing can be done. In particular school exams must be purged of them otherwise all schools, including private schools, will of necessity be forced to teach the presently deformed curricula simply because the exams require it.

Children must be made competent in the three "Rs" before anything else is attempted, because without those basics not only will they be severely and generally handicapped in a modern society. Most importantly, such people will not be properly equipped to learn those things necessary to both understand where they have come from and to participate meaningfully in the political process - the simplest way to control a population in a formal democracy is to leave it ignorant and uneducated.

School exams also need to be rescued from their present worthlessness by removing continuous assessment and modular exams and by returning to the old system of single exams at 16 and 18 for the academic pupils. The needs of the less academic can be met with a simpler, narrower and less demanding exam, whose purpose would be primarily to demonstrate that the pupil was functionally literate and competent in basic arithmetic and

had a general understanding of the main elements of our history, political system and geography.

There are also the structural problems. Schools must be freed from the destructive treadmill of targets and league tables, draconian inspections by Ofsted and the hand of central government direction loosened.

University standards can be revived by ending the pernicious linking of money to students and by greatly reducing the numbers at university. The idea that an advanced society needs vast numbers of graduates regardless of what the graduate subjects are or the quality of the graduates is demonstrable nonsense. Even at our present levels of university participation, a substantial number of graduates are either unemployed of employed in jobs which do not require a graduate level education. Nor is there any uniformity of graduate numbers or types and quality of degrees in the First World - Japan has far fewer than most First World countries and continental degrees take an age to gain compared to those in Anglo-Saxon countries - while many Third World countries, Egypt is a good example, have vast numbers of graduates while remaining economic basket-cases.

How many graduates do we need? I would suggest this: the state should provide scholarships which will meet the full cost of courses and maintenance grants capable of supporting students during term time for 20 per cent of the school-leaving population. This would be funded by the reduction in funding for the other 20-30 per cent who are currently funded or it is proposed should be funded. Anyone else wanting to study to degree level would have to either fund their full time course or take a part time course through institutions such as the Open University and Birbeck College.

A MATTER OF NATIONAL LIFE AND DEATH

As a matter of urgency the English must learn to resist the incessant insults to which they are now subject. A nation may be likened to a man. If a man continually accepts insult or engages in repeated self-denigration, we think him a poor fellow. At first such behaviour is embarrassing. Soon it becomes irritating. Eventually it breeds a profound contempt and contempt is mother to all enormities. So it is with peoples. On the simple ground of self-preservation, the English cannot afford to continue to permit the present gratuitous and incontinent abuse offered by both foreigners and her own ruling elite nor tolerate the suppression of the English voice.

If England is to survive as more than a geographical entity, it is essential that the young be imprinted with a knowledge of the immense achievements of Britain in general and England in particular and a sense of what the English have been.

No nation can maintain itself if it does not have a profound sense of its worth. In a healthy society this sense of worth simply exists and children imbibe it unconsciously. Our society has been so corrupted by a mistaken educational ideology and the liberal's hatred of his own culture, that a conscious programme of cultural imprinting is necessary. If it is not done, how long will it be before English children express surprise when told they are speaking English and not American? The corrosion of English society can only be halted if pride of England and her achievements is instilled in the young.

The words of the younger Pitt in 1783 (following the disaster of the American War of Independence) seem peculiarly apt for our deracinated time:

"We must recollect... what it is we have at stake, what it is we have to contend for. It is for our property, it is for our liberty, it is for our independence, nay, for our existence as a nation; it is for our character, it is for our very name as Englishmen, it is for everything dear and valuable to man on this side of the grave.

That the tribal sense of English identity is still immensely strong can be seen in the way the English take the opportunity to publicly express their patriotism in the only regular way left to them - through their support for sporting teams. The English fans of all the major team sports are truly amazing in their dedication to their national teams. Go to any football game or Test match involving England played overseas and you will see a support unmatched by any other travelling supporters. See how a forest of St. George Crosses sprout when a football world cup is on. Marvel at the reception given to the England rugby team after they returned as world champions. It is also noteworthy that in recent years the English have taken the opportunity to come out in ever increasing numbers for occasional national events such as the Queen's Jubilee and the Queen Mother's funeral, surely a sign of English national pride being frustrated in most other ways. There is a generation of English children just waiting to be given their sense of historical place and culture back. All it needs is the political will to do it.

Is there any hope of changing things? At present precious little because no major political party will seriously challenge political correctness. It is also probable that behind the EU scenes a concerted attempt is being made to produce a uniform educational system across the EU - the proposals for exam reform made in the Tomlinson Report (18 October 2004 www.reform-14-19.gov.uk) call for the GCSE and A-Levels to be absorbed/replaced by a European-style diploma. As both Labour and Tories have a lamentable record of resisting EU policies, it is unlikely that they would oppose one for a uniform EU exam system.

All pretty bleak.

But one should always remember Harold Wilson's one political comment of any significance: "A week is a long time in politics".

Things can and may change suddenly.

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ELEGY IN A COUNTRY CHURCHYARD

The men that worked for England
They have their graves at home:
And birds and bees of England
About the cross can roam.

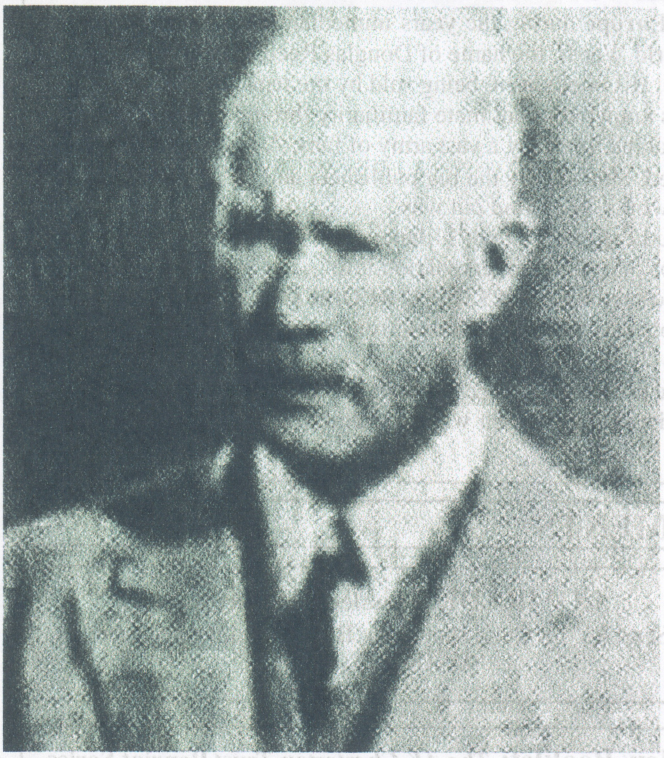
But they that fought for England,
Following a fallen star,
Alas, alas for England
They have their graves afar.

And they that rule in England,
In stately conclave met,
Alas, alas for England
They have no graves as yet.

G.K. Chesterton

If it's TRUTH you want it's *CANDOUR* you need!

Great British Racialists



Henry Hamilton Beamish 1874 - 1948

It is perhaps ironic and not a little unjust that Beamish, whose efforts have influenced and permeated the thought patterns of all those who espouse the racial nationalist cause, has never achieved a commensurate fame.

Born in Ireland, the son of a Vice-Admiral, he later rose to the rank of Captain during the Boer War with the Ceylon Planter's Contingent. He settled in Southern Africa following the termination of hostilities. During World War I Beamish served with the Natal Regiment of SA Infantry. His first important political action was his candidacy in the Clapham by-election in June 1918 on the 'Vigilante' platform which proposed to remove all alien influence. He was narrowly defeated by the coalitionist candidate (1181 votes) and this caused him to rethink his strategy.

Consequently, in July 1919 he founded the **Britons Publishing Company** which during its highly celebrated career published innumerable magazines, pamphlets and books by such notables as Nesta Webster, Count Leon de Poncins and Anthony Ludovici.

Taking as its motto "Britain for Britons", the organisation declared its objectives to be "the protection of the birthright of Britons and to eradicate alien influences from our politics and industries". Furthermore, it would assist "white patriotic organisations all over the world with information on the Communist, world government and multi-racial conspiracy and the work of subversive secret societies".

Among early publications dedicated to this end were *Alien Peril*, *Pride of Race* and *Can a Jew be an Englishman?* Later works included *Democracy or Shylocracy?* and a 254 page book entitled *The Jews' Who's Who* published in 1920 "which makes plain the garotte-like grip of finance when dominated by the international Jew and used for exploiting trusts and combines against National interests".

But perhaps the most famous and enduring venture of the Britons was the publication and global distribution of the evergreen *Protocols of the Learned Elders of Zion.* He was unfortunately forced into exile in the same year to avoid paying libel damages of £5,000 to Sir Alfred Mond who he had attacked as a traitor for having "allotted shares to the Huns during the war".

In court, Beamish constantly tried to turn the proceedings into a forum where he could publicise his view that a Jew cannot be a loyal Englishman.

He re-emerged in Rhodesia in 1922 as the owner of a mica mine.

In 1923, Beamish appears to have visited Mussolini in Rome and Hitler in Munich. He addressed one of Hitler's meetings at the Krone Circus on 18 January 1923, where his speech, delivered in English and translated by Dietrich Eckart, was said to have been received enthusiastically.

During the 1930s Beamish participated with great enthusiasm in the pursuit of a world-wide anti-Jewish crusade. He corresponded with political friends in many countries, and visited the United States and Japan in 1936.

In August 1938, Beamish was elected to the legislative assembly of Southern Rhodesia as Independent Member for Hartley Constituency, losing the seat in the election of April 1939. The records of the Assembly clearly show Beamish's antipathy for the Gold Standard:

"I don't believe in a Gold Standard. I personally believe in a monkey nut standard because I can eat monkey nuts and I cannot eat gold!"

He vehemently attacked financiers and monopolists and denounced the legal profession as being greedy and parasitic. His attitude towards the African was one of paternalism based on their manifest intellectual incapacity.

As the war loomed in 1939, Beamish, like many patriots, maintained that the conflict with Germany was unnecessary. He argued that a greater threat to the British Empire came from Communism which was being assiduously propagated by Jewish Bolsheviks throughout the British World. He was interned without trial in June 1940 under the terms of the Emergency Powers Act for making the accusation (since proven correct) that Churchill was dominated by Jewish influence.

However, many protests were evinced by people who saw his detention as being the work of those he opposed and the pressure brought to bear on the government thus resulted in his unconditional release in July 1943.

Undeterred by this outrageous experience, he stood in the 1946 election on his Rhodesia '39 platform with the appended message that alien infiltration was still continuing apace.

Although the Britons had continued to publish 'Jewwise' literature Beamish did not consider them deserved successors and bequeathed a legacy not to them, but to Arnold Spencer Leese of the **Imperial Fascist League**, whom he considered more reliable in his fight against Jewry.

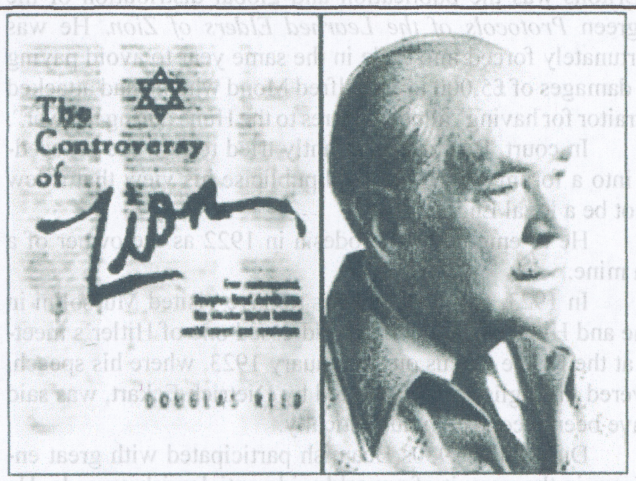
His death brought forth this obituary in the *East Africa and Rhodesia* newspaper:

"He was an extremely versatile man even in the versatile conditions of East and Central Africa. He is to be remembered for his undaunting opposition to injustice, indolence and inefficiency. He was the perfect English gentleman."

When the true history of the British Nationalist Movement comes to be written, much will have to be published in payment of our debt of gratitude for his unsung efforts on behalf of Britain and her people.

References:
New Nation No.3. Autumn 1982.
Political Anti-Semitism in England 1918-1939. Gisela C. Lebzelter. 1978.
Metapedia.

USEFUL INFORMATION FOR THE FREE THINKER



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New Booklet: *The AK Chesterton Trust* Reprint Series.

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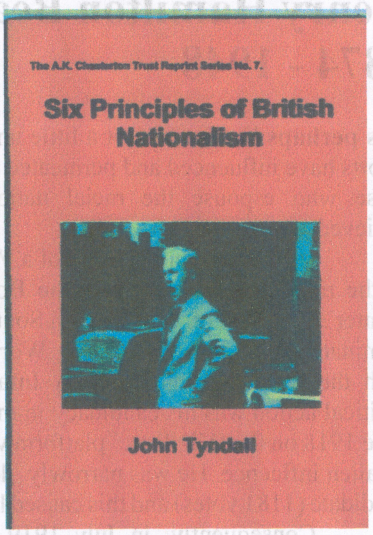
By John Tyndall



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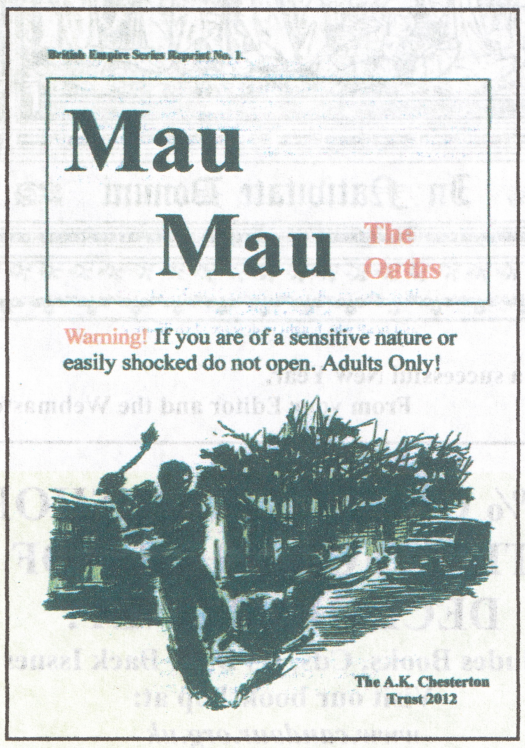
Candour Extra

Volume 74. No. 5 December 2012

Our *Mau Mau Oaths* booklet ready for MASS DISTRIBUTION CAMPAIGN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14 Words: **We must secure the existence of our people and a future for White Children**

Latest News as of Oct. 5th 2012

The High Court rules that three Kenyan Mau Mau "veterans" can proceed with compensation claims over allegations of torture against the British Foreign Office during the Mau Mau rebellion (1952-60).

The ruling means that the case will now go to a full trial, pending an appeal by the Foreign Office whose only line of 'defence' has been that too much time has elapsed and "the fact that the key decision makers are dead and unable to give their account of what happened".

Alternatively the Government could opt to settle the claims and pay damages.

GETTING THE WORD OUT - SOME SUGGESTIONS - send us your ideas.

Subscribers often ask "but what can we do?"

Time for some old fashioned 'local campaigning. The much maligned 'Letter to the Editor' of your local newspaper! Let us have a little competition and see which of us can generate the most local publicity (prize to be decided). If you are nervous about using your name and address make a name up. A. Ryan (think about it), is always a good one and use the address of a closed shop (lot's of those around). Put a copy in books at your local library about Kenya or Mau Mau and then complain about them. Create your own controversy. Use your imagination and have some fun.

MAIL-OUT TO ALL 650 MP's

To be followed by the House of Lord's and places of alleged education.

SUPPORT THE CAMPAIGN.

As far as I am aware The AK Chesterton Trust/Candour are the only ones in the world responding in an organised manner to the MAU MAU lobby. The only ones to publish the obscene Mau Mau Oaths online and as hard copy. Get involved and help to get as many copies as possible of this booklet in circulation.

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2012 - A Brief Review

You may expect me to place the police raid on my home in March as the highlight but I am not going to dignify it with that. All I will say is that there is an ongoing situation with the police complaints procedure system and leave it at that for the present.

The year has been about steady progress instead of survival which it has been for so long.

* * *

The A.K. Chesterton Trust Reprint Series has been expanded to 7 titles.

* * *

JUMA - Is finally back in print.

* * *

The website has been a revelation to me both in the numbers of people we are reaching and the quality of those making contact.

* * *

With Vol. 74. No. 5. we have published and printed 3 issues of *Candour* in 2012. Best effort for a long time.

* * *

The MAU MAU Campaign. I really believe that we have a 'slow-burner' here. That is something we push and push on with with seemingly little result (Think of your dad in the back yard re-lighting the blue touch paper on the rocket in the milk bottle)and then it will begin to catch light. No-one else in the world has taken up on this.

* * *

Thanks to Jez The AK Chesterton Trust held successful stalls at the John Tyndall meeting in October and at the London Forum in November. One veteran nationalist said "Good to see that *Candour's* still going - at least some magazines/organisations have some some staying power." Let us build on this line of strategy.
We can put together a mini-stall for meetings and the branch/organisation benefits by 20% of all sales.
Volunteers to the front!

* * *

Do you have any League of Empire Loyalists memorabilia or publications that you can donate to the Trust or that we may borrow and copy.
Donations of any kind of nationalist publications are always appreciated.

2013 - A Brief Reconnoitre

Candour will be 60!

Where to begin? Let's see. I have already had a thousand copies of the first ever issue of *Candour* from 1953 printed and all subscribers will receive a copy with our first issue next year.
The headline was *Sound the Alarm* and AK used the name 'Philip Faulconbridge' because he was at the time Lord Beaverbrook, of *The Express*'s, personal journalist. The *League of Empire Loyalists* was yet to be formed and we will highlight some of their activities in the forthcoming months.
Above all let us try and have some fun over the next year.
Miss. Rosine de Bounevialle (Our second Editor. Only 3 in 60 years) loathed the doom-merchants, the misery-guts, the long-face wallahs who sometimes fill our ranks.
Laugh at the enemy and maintain the ability to laugh at yourself. Remember; Get rid of that TV! You have more friends than you imagine.

STUFF THE BBC - DUMP YOUR TV!

Warm wishes for a
Holy Christmas Season

...and a successful New Year.
From your Editor and the Webmaster.

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DONATIONS

The past year has seen your Editor's home raided by the 'British' Police and as a result subscriptions, orders and interest have greatly increased. I don't know what it is but we must be getting something right!

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